Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

Parish Hill High School
Regional School District 11

860-455-9584 • www.parishhill.org

School Information

Grade Range	**7-12**
Enrollment	**245**

Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

CT Reports (CMT/CAPT)

District and School Performance Reports

Special Education Annual Performance Reports

SAT®, AP®, PSAT® Report by High School (Class of 2016)
(2016® The College Board)

College Enrollment, Persistence, and Graduation
(National Student Clearinghouse)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	119	48.6	48.2
Male	126	51.4	51.8
American Indian or Alaska Native	0	0.0	0.0
Asian	*	*	*
Black or African American	*	*	2.4
Hispanic or Latino	24	9.8	9.5
Pacific Islander	*	*	*
Two or More Races	6	2.4	2.4
White	206	84.1	83.8
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	72	29.4	28.5
Students with Disabilities[1]	50	20.4	22.9

[1]Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	15	13.3	*	*
Male	8	6.4	*	*
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	*	*	23	11.3
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	8	11.1	11	14.9
Students with Disabilities	*	*	12	24.5
School	23	9.7	26	10.8
District		9.3		10.4

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

[2]A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	22.8
Paraprofessional Instructional Assistants	0.3
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	10.8
Administrators, Coordinators and Department Chairs	
School Level	4.5
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	4.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	15.0

[1]In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.0
Black or African American	0	0.0	0.0
Hispanic or Latino	0	0.0	0.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	38	100.0	100.0

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	4.8	4.8

Instruction and Resources

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1042
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	07:50 AM
End Time	02:25 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	0	0.0	*	*
White	22	55.0	18	81.8
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	6	*
Students with Disabilities	*	*	7	*
School	22	51.2	23	85.2
District		52.3		85.3

[3]College-and-Career-Readiness Courses include Advanced Placement®(AP),International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[4]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	12	*
Other Health Impairment	13	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	35	70.0
District		67.2

[4]Ages 6-21

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments.The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	11	*	11	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	*	*
Two or More Races	*	*	*	*	*	*
White	115	67.9	114	58.5	62	59.6
English Language Learners	0	N/A	0	N/A	0	N/A
Non-English Language Learners	129	67.4	128	58.1	71	58.9
Eligible for Free or Reduced-Price Meals	33	62.2	33	54.3	18	*
Not Eligible for Free or Reduced-Price Meals	96	69.2	95	59.4	53	59.6
Students with Disabilities	26	51.5	25	44.3	17	*
Students without Disabilities	103	71.4	103	61.4	54	60.4
High Needs	49	59.2	48	50.5	31	55.1
Non-High Needs	80	72.4	80	62.7	40	61.8
School	129	67.4	128	58.1	71	58.9

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	89.5	*	51	88.2
Curl Up	N/A	N/A	94.7	*	51	88.2
Push Up	N/A	N/A	63.2	*	51	66.7
Mile Run/PACER	N/A	N/A	81.6	*	51	82.4
All Tests - School	N/A	N/A	57.9	*	51	58.8
All Tests - District	N/A	N/A	57.9	*		58.8

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	0	0.0	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	0	0.0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
School	50	100.0	.		.
District		98.0	78.7	Yes	80.6

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

[3]Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[4]

	Participation[5]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.4	14	36.8
Male	100.0	12	37.5
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	100.0	26	41.9
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	*	*
School	98.6	26	37.1
District	93.6		33.3

[4]College readiness exams and benchmark scores are as follows:
- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

[5]Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance[6]	Persistence[7]
	Rate (%)	Rate (%)
Female	60.0	*
Male	57.1	*
Black or African American	57.1	*
Hispanic or Latino	57.1	*
White	59.6	*
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
School	58.5	84.0
District	58.5	84.0

[6]College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

[7]College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	67.4	75	44.9	50	89.9	67.7
	High Needs Students	59.2	75	39.5	50	78.9	56.7
Math Performance Index	All Students	58.1	75	38.7	50	77.5	61.4
	High Needs Students	50.5	75	33.6	50	67.3	49.9
Science Performance Index	All Students	58.9	75	39.2	50	78.5	57.5
	High Needs Students	55.1	75	36.7	50	73.5	47.0
ELA Academic Growth	All Students	65.3%	100%	65.3	100	65.3	63.8%
	High Needs Students	64.1%	100%	64.1	100	64.1	58.3%
Math Academic Growth	All Students	67.2%	100%	67.2	100	67.2	65.0%
	High Needs Students	61.4%	100%	61.4	100	61.4	57.4%
Chronic Absenteeism	All Students	9.7%	<=5%	40.7	50	81.3	9.6%
	High Needs Students	9.3%	<=5%	41.4	50	82.9	15.6%
Preparation for CCR	% Taking Courses	64.3%	75%	42.9	50	85.7	67.6%
	% Passing Exams	37.1%	75%	24.8	50	49.5	40.7%
On-track to High School Graduation		98.1%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		100.0%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		58.5%	75%	78.0	100	78.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		69.9% | 58.8%	75%	9.8	50	19.6	89.2% | 50.5%
Arts Access		73.6%	60%	50.0	50	100.0	47.5%
Accountability Index				**928.3**	**1250**	**74.3**	

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev[2]	Is Gap an Outlier?[2]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	72.4	59.2	13.2	16.6	
Math Performance Index Gap	62.7	50.5	12.2	19.1	
Science Performance Index Gap	61.8	55.1	6.6	17.3	
Graduation Rate Gap	.	.	.	13.0%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	99.2
	High Needs Students	98.0
Science	All Students	100.0
	High Needs Students	100.0

Supporting Resources
Two-page FAQ
Detailed Presentation
Using Accountability Results to Guide Improvement: comprehensive documentation and supports

[3]Minimum participation standard is 95%.